**OPTIONAL QUESTIONS TO USE—NOT REQUIRED**

**Ed Psych Teacher Study Questions, Chapters 1 – 5**

**Common Core of Teaching Domain 3 - Planning**

**What is your definition for "effective teaching?"**

*How does this compare to our class definition?*

**How important is it to write and communicate unit goals and daily objectives?**

*Are objectives communicated routinely? Does the teacher make sure students understand the objectives?*

**Within a given lesson on a topic, how do you organize instruction? (3.2)**

*How does the teacher's organization of instruction align with your understanding of the "primacy/recency" effect?*

*How does the structure of the lesson tie to your understanding of effect sizes and "high yield" instructional strategies?*

**What does it look like in your classroom when students are actively engaged in learning? (3.2, 2.2)**

*What strategies did you notice which the teacher uses to foster engagement?*

**How do you determine what students already know about a new topic or school to help you plan your instruction? What specific techniques do you use to link new content being presented to students' prior knowledge? (3.1)**

*What strategies did you observe in which the teacher activated students' prior knowledge?*

*Is the importance of developing schema evident in instructional planning?*

*Is instruction differentiated to take into account students' prior knowledge?*

**Do you notice that the students have shared misconceptions about content you teach? How do you plan instruction based upon your prior knowledge of these misconceptions? (3.3)**

*Did you observe students involved in assimilation and/or accommodation?*

*Are students involved in equilibration?*

**What do you believe is the appropriate balance between student discovery and teacher instruction to pass on knowledge and tools? (3.6, 3.8)**

*Does the teacher actively**transform or mediate situations children encounter?*

*What tools do you see the teacher provide to make tasks more productive or efficient?*

*How does the teacher provide scaffolding for students?*

*Are students provided with the opportunity to apply new skills in an adult-like activity?*

**How important is it for students to be actively involved in constructing an understanding of content? (3.5)**

*Are students regularly involved in problem solving?*

*Do students exhibit an appropriate level of frustration before the teacher provides an explanation / help?*

*How does the teacher foster the development of a growth mindset in students?*

*How does the teacher encourage perseverance?*

**How often do you structure time for student discourse into your instruction?**

**When do you think it is most productive for students to learn from their peers? (3.8)**

*Are students observed discussing how to solve a problem and resolving conflict within a group?*

**What strategies do you use to ensure all students are involved in answering questions? (3.4, 2.2)**

*Are all students active participants in class? How does the teacher tell if all students understand a concept or can apply a skill?*

*How does the teacher respond to students' wrong answers?*

*Does the teacher elaborate on student answers or is the student pushed to answer fully?*

*Are wait time 1 and 2 evident?*

**How do you help students assess their strengths and weaknesses and build feelings of self-worth? (3.4, 2.1, 2.2)**

*What activities do you see the teacher provide in class to give students opportunities to experience success in meaningful tasks?*

*How are students involved in goal setting?*

*Do you see students exhibit different temperaments? How does the teacher respond to these differences in activity, persistence, risk-taking, inhibition, self-control, etc.?*

*Can you relate any examples of students exhibiting: "personal fable" or "imaginary audience?"*

**How do cultural and/or gender differences impact the way you plan and teach? (3.7)**

*Do you observe any signs of different cultural norms or world views?*

*Do your observations of male v. female students provide evidence for differences in: activity level, risk-taking, motivation, self-esteem, competition, ability to work in large/small groups, involvement in answering questions, etc.?*

**Which students in the classroom require modified instruction? What types of modifications do you routinely provide? (3.7)**

*What modifications do you notice for different learners?*

*Does the teacher have misconceptions about learning styles?*

**Are the goals for special education students who are in your regular education classroom clear to you?**

**What are some specific strategies you use with English learners in your class?**

For classes other than ELA and Math classes:

**How do you incorporate explicit instruction in literacy and/or numeracy skills in content area work? (3.9)**